Mirani State High School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Mirani State High School enjoys an excellent reputation, and has had outstanding achievements across its many and varied programs. Mirani State High School was opened on the 23rd of January, 1967 as the only provider of secondary education in the Pioneer Valley. Since this day, Mirani SHS has been assisting students to realise their potential and achieve their goals as individuals through a range of opportunities to participate in academic, sporting and cultural fields. As the Pioneer Valley district continues to develop and grow, the school has followed this trend and is constantly improving the opportunities available to students by embedding innovative teaching and quality learning experiences into daily learning activities. The school prides itself on the close links that have been developed with businesses, industries and community organisations throughout the Pioneer Valley and the broader Mackay community to further enhance opportunities available to our students.

Principal's Foreword

Introduction

Welcome to Mirani State High School. I am pleased to present this School Annual Report for the 2016 school year. This report is available as a download from the school web site and in hard copy from the school office. We take great pride in knowing that we are the only secondary education provider in the Pioneer valley. We are also conscious of the significant responsibility that comes with this, and so we work every day to provide multiple pathways for our young people, be it academic, vocational or for full-time employment. Our School Annual Report includes the following information:

- School profile

- Curriculum offerings

- School climate

- Extra-curricular activities students have enjoyed

- Teachers' qualification and professional development

- Student performance results for 2016, Year 7 and 9 Naplan tests and the Graduate Year 12 cohort

School Progress towards its goals in 2016

The school continued to invest heavily in and progress the school's improvement agenda with a focus on teacher pedagogy to meet the individual needs of students. Mapping of ACARA curriculum against the delivered curriculum was a major undertaking by the school. A summary of the school's progress towards achieving the goals identified in its 2016 Annual Implementation Plan's priorities is listed below.

Annual Implementation Plan Priorities for 2016	Achieved	Comments
All staff in-serviced and implementing DRTA	✔	Embedded
Problem of Practice instructional rounds with a focus on reading	✔	100% of teaching staff
Implementation of inquiry problem solving mathematics in Years 7 and 8	✔	Yearly review and improvement cycle entered
Support Mackay Engineering College.	✔	100% utilisation
All staff involved in coaching and mentoring	✔	100%
Audit of genre and textual features required in assessment mapped against student learning experiences	✔	100%

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Future Outlook

Mirani State High has traditionally provided an outstanding education, transitioning students into the mining sector with a major emphasis on certificate courses and trade skills. The school has been proactive over recent years creating community momentum and building a successful academic focus, to create new opportunities for students with the mining downturn. The school will continue to provide opportunities for all students. The continued refinement of a high quality curriculum with teachers reflecting on their personal pedagogy through coaching and observation makes Mirani State High a great place for students to learn. The school's annual improvement plan shows continued improvement in the following areas: Reading, Numeracy, Writing, Science, Retention, Attainment, Transition, Attendance and Closing the Gap between Attendance and outcomes of indigenous and non-indigenous students.

Annual Implementation Plan Priorities for 2017	Achieved	Comments
All staff using D.R.T.A. reading strategies every class every week	✔	In progress
Staff PD on a Social View of Language: Reading to Learn		In progress
Writing on demand every week every class	✔	100%
Introduce ASOT design question to teaching staff and implement learning goals		In progress- 100% staff attended in-service and implementing
Support Mackay Engineering College.	✔	100% utilisation
All staff involved in coaching and mentoring	✔	100%
M.S.H.S. Facebook page	✔	Created

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	809	396	413	48	92%
2015*	888	423	465	55	93%
2016	849	413	436	46	93%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview
The student body comes from a wide geographical area. The Pioneer Valley is predominately a rural sugar cane growing area with students living on farms and in small service centres. The Valley has experienced residential development due to coal miners from the Bowen Basin choosing to live in the Pioneer Valley and travel to their employment. The students' value being part of the "Valley" community and this is reflected in the tone of the school and relationships between teachers and students.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	**2014**	**2015***	**2016**
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	24	21
Year 11 – Year 12	18	18	17

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery
Mirani State High School has an innovative curriculum in both the Junior and Senior Phase of Learning. These curriculum approaches have resulted from extensive community consultation.

The school offers a comprehensive range of quality programs across the key learning areas in Years 7, to 10 and caters for both tertiary and vocational preparations in the senior school.

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Years 7, 8 and 9 are viewed as part of the Junior Phase of Learning and Year 10 as preparation for Senior. Transition into secondary school in Year 7 is fostered by having teams of teachers timetabled with 56 students to deliver the Core program of English, Maths, Science, SOSE, Health and IT.

The school offers students choices from 22 Authority subjects and 17 Vocational subjects.

Distinctive offerings include:
- An Instrumental Music Program.
- Extension in the Performing Arts.
- Certificate II in Workplace Practices for all Year 10 students.

Co-curricular Activities

Cultural Activities
➢ Concert Band
➢ Small group ensembles
➢ Cheer
➢ Rock Eisteddfod
➢ Debating
➢ Eisteddfod
➢ School Musical production
➢ Mirgaz
➢ Public Speaking

Sporting
➢ Rugby League
➢ Water polo
➢ Basketball
➢ Netball
➢ Rugby Union
➢ Soccer and Futsal
➢ Touch

Academic
➢ Optiminds
➢ Competitions – National ICAS English, Mathematics, Science and Geography
➢ Japanese Speaking
➢ Readers Cup
➢ REA – F1 in schools
➢ School Achievement Awards
➢ Multi-Cultural Day

Careers
➢ Career Expo, Sun skills Expo
➢ University Experience days (C.Q.U. and J.C.U.)
➢ Structured work placement, work experience

How Information and Communication Technologies are used to Assist Learning

Four (4) computer laboratories, two (2) mini-laboratories with three-hundred and three (303) networked student computers, eleven (120) interactive whiteboards, twelve (12) multi-media projectors, and 7 laptop class sets consisting of two-hundred and 10 (210) laptop computers represents the school's core investment. Via the laptop program introduced in 2012, every student in Year 9 to 12 has access to a laptop in every class, every day. All of the school learning spaces have N class wireless connectivity. The school BYOD program enables students' computers full connectivity to access the school's network. Students engage in web conferences, virtual schooling, pod casts and blogs creating a multi-media environment for learning that connects students to their world outside of school.

Access to technology is incorporated into classroom practice across all Key Learning Areas. The school's excellent ICT facilities are maintained by a full time school funded technician. Students are globally connected leading to opportunities to engage with learning anywhere, any time. Virtual classrooms are a feature which may replace or enhance traditional learning environments.

Social Climate

Overview

High standards of behaviour are maintained, school uniform is a priority and a whole-school focus on a "learning culture" helps to develop every student's work ethic.

"Valley Pride" is the school's distinct motto, and students are continually reminded that this motto is realised through its support and participation in all major community events. This involvement makes the school a hub for community events both cultural and sporting. The community-feel in the school is exemplified by over 200 students participating in 10 different ANZAC day ceremonies across the district in school uniform. Mirani SHS also is a key participant in the Pioneer Valley's, 'Relay for Life'. To facilitate a zero tolerance to bullying all Junior Secondary students are taught how to respond to incidents inside and outside school. Anti-bullying and respect and tolerance qualities are explicitly taught in the school's Care lessons, based on the Mind

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Matters program. A separate process has been outlined and endorsed by the P&C and was incorporated in the Responsible Behaviour Plan in 2016. The school support team, Guidance officer, School Nurse and Chaplain have a pro-active and reactive approach to supporting the social and health needs of students. Student opinion that Mirani State High is a good school and that they feel safe is consistently above 90%.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	91%	92%	93%
this is a good school (S2035)	95%	94%	94%
their child likes being at this school* (S2001)	89%	95%	93%
their child feels safe at this school* (S2002)	89%	96%	96%
their child's learning needs are being met at this school* (S2003)	89%	85%	89%
their child is making good progress at this school* (S2004)	93%	90%	88%
teachers at this school expect their child to do his or her best* (S2005)	96%	97%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	88%	88%
teachers at this school motivate their child to learn* (S2007)	89%	85%	87%
teachers at this school treat students fairly* (S2008)	76%	85%	84%
they can talk to their child's teachers about their concerns* (S2009)	87%	96%	92%
this school works with them to support their child's learning* (S2010)	89%	93%	85%
this school takes parents' opinions seriously* (S2011)	76%	88%	79%
student behaviour is well managed at this school* (S2012)	73%	89%	86%
this school looks for ways to improve* (S2013)	80%	94%	88%
this school is well maintained* (S2014)	91%	91%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	95%	96%
they like being at their school* (S2036)	95%	88%	89%
they feel safe at their school* (S2037)	93%	90%	92%
their teachers motivate them to learn* (S2038)	93%	93%	86%
their teachers expect them to do their best* (S2039)	99%	99%	96%
their teachers provide them with useful feedback about their school work* (S2040)	93%	92%	89%
teachers treat students fairly at their school* (S2041)	81%	86%	79%
they can talk to their teachers about their concerns* (S2042)	83%	78%	76%
their school takes students' opinions seriously* (S2043)	79%	86%	77%
student behaviour is well managed at their school* (S2044)	78%	84%	73%
their school looks for ways to improve* (S2045)	91%	95%	88%
their school is well maintained* (S2046)	90%	86%	90%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their school gives them opportunities to do interesting things* (S2047)	94%	87%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	92%	96%
they feel that their school is a safe place in which to work (S2070)	97%	96%	97%
they receive useful feedback about their work at their school (S2071)	90%	84%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	80%	89%
students are encouraged to do their best at their school (S2072)	97%	95%	93%
students are treated fairly at their school (S2073)	94%	92%	91%
student behaviour is well managed at their school (S2074)	86%	92%	86%
staff are well supported at their school (S2075)	82%	84%	80%
their school takes staff opinions seriously (S2076)	80%	81%	75%
their school looks for ways to improve (S2077)	96%	96%	95%
their school is well maintained (S2078)	92%	92%	95%
their school gives them opportunities to do interesting things (S2079)	87%	88%	86%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement

An active P&C association meets monthly on the second Tuesday of each month at 7.00pm. Parents are encouraged to play an active and supporting role in the life of the school. Communication processes are important in the development of this significant partnership. The school provides opportunities through:

- Enrolment interviews
- Year 7 bar-b-que
- Parent information nights
- Parent teacher interviews each semester
- Communication home through newsletters, Facebook, yearbook, SMS and phone calls
- Parent volunteering to support various sporting teams

The school works closely with parents to meet students' needs through the verification process and individual curriculum plans when appropriate.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The school has a whole school approach from year 7 to 12 where students study appropriate topics for their age, in the ACARA Health and Physical Education learning area. This includes respectful relationships, resilience, cyber-safety, bullying, domestic violence, sexual health, diversity and growth mindset. This program is also supported by outside providers including Daniel Morcombe Foundation, RACQ, Headspace, QLD Police Service, ATSICH, One Punch can Kill and Y-Lead.

A second layer of more targeted support is provided through the provision of programs to meet identified individual students' needs. Examples are Drumbeat, Real Me, anger management, Deadly Choices and transition programs.

The school creed, Respect Yourself, Respect Others and Respect your Environment is intentionally taught to build self-esteem, sense of community and identity. This provides the scaffolding for students to be taught interpersonal conflict resolution skills and build capacity and pathways to report and seek help when appropriate.

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School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	82	113	124
Long Suspensions – 6 to 20 days	3	12	9
Exclusions	4	5	7
Cancellations of Enrolment	1	1	2

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The school is very aware of our carbon footprint being a Reef Guardian School and responsible for a river bank restoration project for Land Care. School environmental footprint indicators have been contained despite the growth in school student numbers and buildings.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	425,749	2,446
2014-2015	419,219	2,988
2015-2016	366,448	3,158

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

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Sector:

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School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	68	33	<5
Full-time Equivalents	68	25	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	11
Graduate Diploma etc.**	2
Bachelor degree	53
Diploma	1
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $106,000.

The major professional development initiatives are as follows:

- ASOT and Instructional Rounds
- Essential Skills to classroom management
- Directed Reading and Thinking Activity
- Writing, A social view of language
- QCAA assessment and curriculum development
- Leadership development
- VET in schools
- QCAA Assessment and curriculum development
- QCAA Program Writing

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	86%	89%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									91%	89%	90%	91%	92%
2015								92%	93%	90%	89%	90%	90%
2016								92%	91%	89%	90%	89%	90%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:
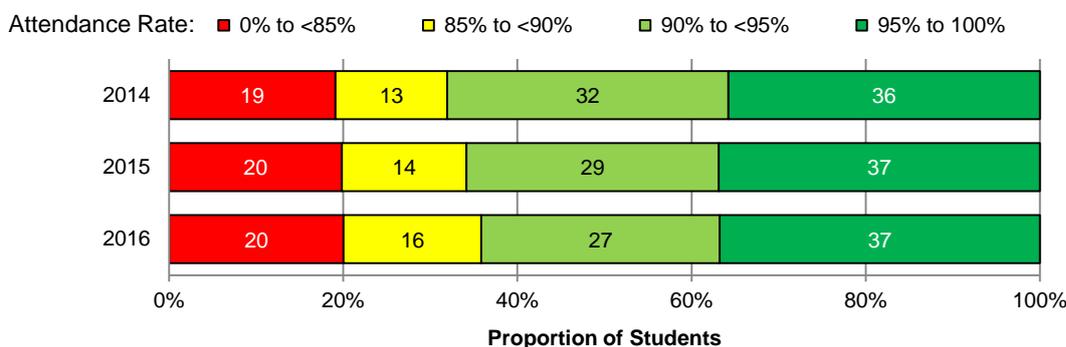
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

The process at Mirani State High in 2016:

Rolls are marked daily by the teacher during the first timetabled class for that year level.

Rolls are then processed by the Absentee Officer, who enters all absences for the day in a Central database called IDattend. Student absence is then sent by SMS to the Parent 1 contact on Oneschool.

Individual Classroom teachers mark and upload their class rolls to IDattend for each lesson of the day (4 lessons per day) in which they have a contact class (either their own or replacement if internal relief is required). This is completed by 9am of the next school day.

If classes are covered by a Supply Teacher, then these absences are entered into IDattend by the Absentee Officer at the end of the school day.

Year coordinators track possible truancy from classes throughout the day. If a student is recorded as absent from individual classes, but were present in at least one session (either form or lessons), this is investigated by the Year Coordinator.

Parents and guardians are able to explain their student's absences in a number of ways; by phoning the absentee line, emailing administration or absentee officer or providing a note which their student brings to the form teacher the following day. All of these possible ways are on website, in student planner and explained at time of enrolment.

Year level coordinators are provided with weekly updates of unexplained absences with the intent to follow up and the school to have these absences explained.

Letters are sent home once a fortnight for students with two or more absences or two or more times late to school. Letters for continued absence are sent home in accordance with DET Policy for Managing Student Absence.

If the member of the administration believes the child is not attending school, a notice is issued outlining the parent's obligations under the Compulsory Schooling Requirement of the Education Act. A member of the school administration would seek to meet with the parent to discuss attendance concerns. If attendance does not improve, then a warning notice would be issued with referral to the relevant authorities. Attendance of students in the post compulsory stage of schooling is reviewed on a regular basis.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

Find a school

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Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

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School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	114	156	133
Number of students awarded a Queensland Certificate of Individual Achievement.	5	2	0
Number of students receiving an Overall Position (OP)	32	52	58
Percentage of Indigenous students receiving an Overall Position (OP)	17%	13%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	9	17	10
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	108	151	128
Number of students awarded an Australian Qualification Framework Certificate II or above.	106	150	128
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	106	152	133

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OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	84%	73%	79%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	96%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	95%	91%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	8	8	11	4	1
2015	4	16	18	13	1
2016	4	19	23	12	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	33	104	15
2015	20	150	26
2016	8	127	9

As at 3rd February 2017. The above values exclude VISA students.

All Year 10 students complete a Certificate II in Workplace practices. The school also offered:

ICA20111 Certificate II in Information, Digital Media & Technology

SIT30107 Certificate III Tourism

SIT30713 Certificate III Hospitality

SIT2011 Certificate II Tourism

SIT20213 Certificate II Hospitality

BSB10112 Certificate I in Business

BSB20107 Certificate II in Business

SIS30313 Certificate III Fitness

CHC30212 Certificate III Aged Care

CHC30712 Certificate III Children's Services

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	72%	76%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	100%	44%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.miranishs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below. Where the exit is known to the school, the destinations of young people who left the school after completion of Year 10 are recorded as part of the exit process. Students who do not reenrol in the senior school and whose exit is not reported to the school are recoded as destination unknown.

However, prior to this occurring, the school follows up non-enrolment for senior school through contact by phone and mail to complete the enrolment process or to provide information to parents and students regarding alternatives to senior schooling. Students at risk of not completing the Participation Phase of schooling are provided with alternate education options and pathway counselling and support through the school's student services often resulting in an alternate education pathway.

Students who are 'at risk' of not completing are managed through our Student Service faculty and are provided with support to determine the alternate education or work related pathway to support early exit from school. These students are advised to provide evidence of their proposed pathway prior to exiting Secondary School.

Conclusion

Mirani State High is a high performing school. Junior school students improvement across all NAPLAN strands are greater than the Nation from Years 7 to 10. School staff are flexible and focussed on meeting the needs of all our students.

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